

2021-2026



infinite POSSIBILITIES

MIAMI-DADE COUNTY PUBLIC SCHOOLS
2021 - 2026 Strategic Plan



MIAMI-DADE COUNTY PUBLIC SCHOOLS

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

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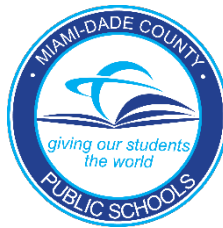
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As Chair of the School Board of Miami-Dade County, Florida, and on behalf of my colleagues on the School Board, it is my great pleasure to present to our community of educators, learners, and stakeholders the *2021-2026 Infinite Possibilities* Strategic Plan for Miami-Dade County Public Schools (M-DCPS). This plan builds on years of innovation and commitment to providing world-class educational opportunities for all students. M-DCPS has become one of the highest achieving school systems in the nation and we are proud of our success; however, as we celebrate well-earned accolades, we also embrace a commitment to continuous improvement in our schools, in our business operations, and in the outcomes for all students.

Our School Board and District Administration understand that continued success and improvement must be accomplished through a commitment to innovative practices, bold action, values-based decision making, and sustained stakeholder engagement. Therefore, our new strategic plan that is designed to carry M-DCPS forward over the next five years represents the culmination of a tremendous amount of effort and collaboration across all stakeholder groups. The result is a plan that clearly articulates our Mission and Vision for M-DCPS, and the Core Values that are the foundation for all our work.

Our new 2021-26 Strategic Plan continues to focus on improving student achievement but also highlights the importance of educating the whole child. This plan explicitly incorporates our District's commitment to celebrating diversity, ensuring equity, embracing inclusion, driving innovation, and striving for excellence. Woven throughout our new *Infinite Possibilities* plan are Pillars, Priorities, Objectives, and Action Steps which clearly reflect an institutional belief that our charge is to ensure the success of the whole child through the imbuing of knowledge and skills while also ensuring student well-being through fostering safe, nurturing, and inclusive learning environments that support social and emotional needs. Simultaneously, our plan outlines those strategies designed to maintain and/or enhance fiscal stability, operational efficiency, workforce excellence, communication effectiveness, and partnership engagement.

I am grateful for the bold policy leadership of the School Board and the dedicated stewardship provided by our Superintendent and his Cabinet who partnered with a wide range of M-DCPS staff, teachers, parents, students, and community members to develop the plan presented in the following pages. They have collaborated over the past several months to reflect on what we have achieved, what challenges we face, what opportunities lay ahead, and what steps we can take together as a school system and community to ensure every child will have a future filled with infinite possibilities. On behalf of myself, the Members of the School Board, and most importantly, on behalf of our students I want to express our sincere gratitude for the countless hours of time, energy, thoughtful deliberation, and creativity shared by so many in the development of the 2021-2026 Strategic Plan for Miami-Dade County Public Schools.

A handwritten signature in blue ink that reads "Perla Tabares Hantman".

Perla Tabares Hantman
Chair, The School Board of Miami-Dade County



Miami-Dade County Public Schools' 2021-2026 Strategic Blueprint builds upon the significant progress and momentum the school district has achieved over the past decade through its systemwide focus on student achievement. Informed by the input obtained from our many stakeholders, including students, employees, parents, and the broader community, this plan will guide the work of the school system for the next several years, ensuring we remain aligned to our organizational mission and values as we endeavor to support our students and provide them with the world-class education they deserve.

The past year has been one marked by unprecedented upheaval in public education – not just for our students, employees, and their families in Miami-Dade, but across the nation. COVID-19 disrupted learning in ways no one could have ever fathomed. Beyond the public health crisis, it exacerbated existing inequities within our country and its education system, resulting in many of our already vulnerable learners being left further behind. The experience of the pandemic also taught us that those who are prepared through innovation and forward-thinking will be best able to respond to change in a manner that protects organizational integrity, provides critical supports and stability to the community, and ensures continuity of learning. This is the context in which the work delineated in our strategic blueprint will begin, and this reality must and will drive many of our systemic priorities as well as the actions taken to address them. While some of the actions and initiatives outlined in this living document may be modified along the way in response to changes in the educational landscape, the focus on our students and their success – academic, personal, and social – will not.

As we prepare for the next five years, we remain committed to being the school system our community needs us to be – a system that leverages Miami-Dade's rich diversity and its status as the Gateway to the Americas. We are eager to continue partnering with our many stakeholders to build upon our successes of the past, meet the challenges of today, and innovate for tomorrow. We look forward to continuing to provide the hundreds of thousands of students entrusted to us by this community with the knowledge and skills they need to excel and to serve as co-authors of the future – a future in which they are empowered to recognize and realize their own potential, prepared to take full advantage of the infinite possibilities that await them.

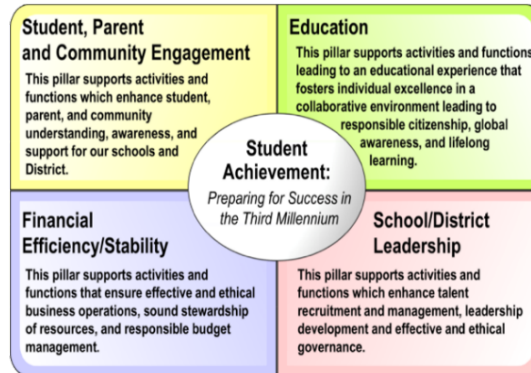
A handwritten signature in blue ink, appearing to read 'Alberto M. Carvalho'.

Alberto M. Carvalho
Superintendent of Schools



Previous Strategic Plans *At-a-Glance*

2009 Strategic Framework (2009-2014)



In response to the financial challenges associated with the Great Recession of 2008, the 2009 Strategic Framework was a significant departure from the previous strategic planning efforts in Miami-Dade County

Public Schools. With a renewed, more pronounced focus on student achievement, the framework identified Student, Parent, and Community Engagement; Education; Financial Efficiency/Stability; and School/District Leadership as four strategic pillars critical to realizing the school district's organizational goals, as well as maintaining its fiscal viability while prioritizing actions and initiatives that would dramatically improve students' academic outcomes.



Students can be successful when they feel connected to school.

—M-DCPS Student



2015 Strategic Blueprint: Vision 20/20 (2015-2020)

Developed in 2015, Vision 20/20 was the natural evolution of the 2009-2014 Strategic Framework. In developing this iteration of Miami-Dade County Public Schools' strategic plan, specific priorities and actions across the system's numerous functions were reorganized into five pillars: Relevant, Rigorous, and Innovative Academics; Safe, Healthy, and Supportive Learning Environment; Highly Effective Teachers, Leaders, and Staff; Informed, Engaged, and Empowered Stakeholders; and Effective and Sustainable Business Practices.

Vision 20/20 outlined a series of systemwide objectives that would ultimately enable the school district to narrow the achievement gap, expand school choice, better engage stakeholders, and strengthen its financial position.





93%
Graduation Rate
(Traditional Public Schools)

A **Rated**
School District for
3 Consecutive
Years

Outstanding Scores on National Assessment

Outperforming large urban school districts, M-DCPS fourth-grade students ranked #1 in both Reading and Mathematics on the National Assessment of Educational Progress (NAEP) exams, known as the Nation's Report Card.



Excellence in Financial Reporting

The Miami-Dade County School Board has been awarded the Association of School Business Officials (ASBO) International's Certificate of Excellence in Financial Reporting Award (COE) for its Comprehensive Annual Financial Report for 37 consecutive years.

\$14.1M

In Federal Grants Awarded for the Magnet Schools Assistance Program

The U.S. Department of Education awarded M-DCPS \$14.1 million to encourage diversity and provide additional rigorous learning opportunities – one of nine school districts chosen from 42 applicants nationwide.



M-DCPS has 39 Career Academies identified by the National Academy Foundation (NAF) network as Distinguished, the highest level of achievement. This is more than any other district in the country.



Highest Magnet Honors

M-DCPS leads the nation with 28 Magnet schools awarded the Standards of Excellence National Certification status, with 14 schools earning the top level of "Demonstration."

Nationally Recognized Magnet Programs

For the 9th straight year, M-DCPS received more National Magnet Schools of America Merit Awards than any other district. In total, M-DCPS has received 373 awards.

**LEADING
THE STATE**
M-DCPS led Florida with
92

traditional and Magnet schools on U.S. News & World Report's list of the best high schools in America, including four high schools among the top 100 in the nation and nine in the top 20 for the state.

\$500M+
Over **\$529 million** offered in college scholarships in 2020-2021.




General Obligation Bond

Modernizing Our Schools: Since the passage of the GOB, 243 main and 672 accelerated projects have been completed, totaling 917 projects. Total work completed or under contract has surpassed \$951 million.

99%
of Schools Rated — **A B C**

Reported as of 06/2021



*Success looks like
thriving children.*

--M-DCPS Teacher

Overview of **2021-2026 Strategic Planning Process**

Our strategic planning approach is designed to ensure that M-DCPS remains nimble and able to respond to rapidly changing environments while ensuring that our organization has a long-term focus that will lead to continued success far into the future. Students, families, staff, and community members have been our inspiration, partners, and collaborators throughout the process of engagement. The plan

development and monitoring process is divided into four distinct phases: Envisioning, Planning, Implementing, and Evaluating. As part of the Envisioning phase, we actively sought out our many stakeholders to provide input on what the school system is doing well, what it can improve, and what it should strive towards over the next five years. We launched a community-wide survey that received nearly 30,000 responses, facilitated over 50 focus group meetings, conducted a 9-session Listening Tour, and concluded with a virtual Superintendent's Town Hall forum. The feedback provided valuable insights that informed the development of broad, overarching priorities and specific, measurable objectives that lay the foundation for improved student success. Our commitment to utilizing research-based methods to authentically engage our community has resulted in the development of a responsive strategic plan that reflects our various stakeholders' needs.



VISION

Inspired, valued, educated, and empowered students thriving in and beyond the classroom.

MISSION

To provide relevant learning experiences that foster life-long curiosity and enable ALL students to achieve their full academic, personal, and civic potential.

We are developing the next generation of leaders, who will leave us prepared for life.

-- M-DCPS Teacher

CORE VALUES

EXCELLENCE

We pursue the highest standards in academic achievement and organizational performance.

EQUITY

We foster an environment that serves all students and aspires to eliminate the achievement gap.

STUDENT FOCUS

We focus on meeting our students' diverse needs and supporting them in fulfilling their potential.

INNOVATION

We encourage risk-taking, creativity, and adaptability to new ideas and methods that will support and elevate student learning.

ACCOUNTABILITY

We celebrate our successes, learn from our failures, and embrace challenges as we strive towards continuous improvement.

JOY

We accept individuals for who they are, encourage them to engage with one another authentically, and cultivate welcoming environments that promote fun and excitement.

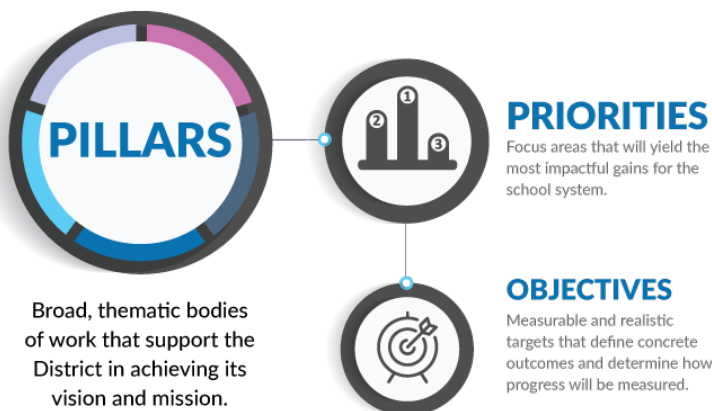
OUR THEORY OF ACTION

An organization's theory of action summarizes its fundamental beliefs about what will lead to long-term success. In Miami-Dade County Public Schools, students are at the center of our theory of action, informing every decision made in our system. We seek to provide relevant learning experiences that foster life-long curiosity and enable all students to achieve their full academic, personal, and civic potential. To accomplish this, we offer relevant, rigorous, and innovative academics; promote safe, healthy, and supportive learning environments; recruit, retain, and develop highly effective teachers, leaders, and staff; inform, engage, and empower our stakeholders; and implement effective and sustainable operational practices. It is our belief that these actions, along with our unwavering commitment to diversity, equity, and inclusion, will enable us to realize our vision – inspired, valued, educated, and empowered students thriving in and beyond the classroom. This theory of action guides the work performed by the District's numerous functional areas and departments. Further, this work is also organized into five pillars, each with a series of identified priorities and objectives in the strategic plan.



“We can't go back to business as usual.”

--M-DCPS Teacher



The **Five Pillars** of the 2021-2026 Strategic Plan



School is my happy place.

--M-DCPS Student



- I Relevant, Rigorous, & Innovative Academics
- II Safe, Healthy, & Supportive Learning Environments
- III Highly Effective Teachers, Leaders, & Staff
- IV Informed, Engaged, & Empowered Stakeholders
- V Effective & Sustainable Operational Practices

Summary of Pillars & *Priorities*

Pillar I

Relevant, Rigorous, & Innovative Academics

Ensure that all students graduate with a relevant, viable post-secondary plan.

Eliminate the achievement gap while accelerating all students to their full academic potential.

Provide equitable access to quality and innovative instructional programs.

Pillar II

Safe, Healthy, & Supportive Learning Environments

Provide a safe, secure, and clean environment for all District students, staff, and visitors.

Promote the physical, emotional, and mental health of students and employees within and beyond school.

Provide the necessary supports to promote student access and engagement.

Pillar III

Highly Effective Teachers, Leaders, & Staff

Recruit and retain the most qualified employees.

Develop a culturally responsive and high-performing workforce.

Develop administrators as effective leaders of human capital.

Pillar IV

Informed, Engaged, & Empowered Stakeholders

Enhance and diversify communication strategies to strengthen stakeholder understanding.

Improve and amplify meaningful two-way communication with stakeholders to ensure equity and access.

Empower all stakeholders to be active participants and advocates in public education.

Pillar V

Effective & Sustainable Operational Practices

Maintain the District's strong financial position.

Ensure efficient and effective business practices.

Ensure equitable purchasing/procurement practices.

Establish and implement sustainability practices.



Pillar I

Relevant, Rigorous, &
Innovative Academics



Pillar I Priorities & Objectives

As a school system, our core function is to provide students with the knowledge and skills they will need to excel in their future endeavors – whether it be through the pursuit of post-secondary education or a direct transition into the workforce. To achieve this, Miami-Dade County Public Schools strives to create relevant, rigorous, and innovative academic opportunities that align with students' interests, are responsive to labor market demands, and prepare them to succeed in their chosen career path.



Relevant, Rigorous, & Innovative Academics

Ensure that all students graduate with a relevant, viable post-secondary plan.

1. Ninety-five percent of high school students will obtain a standard diploma.
2. Increase the percentage of graduating seniors earning one college or career credit to at least 80%.

High quality education is attainable for all students regardless of socio-economic status.

--M-DCPS Teacher

Eliminate the achievement gap while accelerating all students to their full academic potential.

1. Increase the percentage of students achieving on or above grade-level performance on state assessments in English Language Arts, Mathematics, Algebra I, Geometry, Science, and Social Studies by at least 10 percentage points per content area.
2. Narrow the achievement gap by increasing the percentage of underperforming subgroups achieving on or above grade level assessments in English Language Arts and Mathematics by 25 percentage points.
3. Reduce the percentage of long-term English Language Learners in the English for Speakers of Other Languages program by 5 percentage points.
4. Increase the percentage of M-DCPS Voluntary Prekindergarten (VPK) Program students that score ready for kindergarten by 10 percentage points.
5. Increase the inclusion rate of students with disabilities into mainstream classrooms by 10 percentage points.

Provide equitable access to quality and innovative instructional programs.

1. Improve school performance to ensure 100% of District schools earn or maintain a grade of C or better as determined by Florida's School Accountability Program.
2. Increase magnet program enrollment across the District by 10%.
3. Increase the number of students that participate in District pre-school programs by 10%.
4. Increase the number of secondary students enrolled in computer science courses by 10%.
5. Increase the percent of students who graduate with a Florida Seal of Biliteracy to 20%.
6. Increase the number of students enrolled in Career and Technical Education (CTE) courses by 5%.
7. Increase enrollment of underrepresented subgroups in advanced academic course offerings, including gifted, by 5 percentage points.
8. Promote universal digital literacy by accelerating the integration of digital resources into teaching and learning as demonstrated by an increase in the District's 2024 digital resource capacity accreditation rating from Needs Improvement to Meets or Exceeds Expectations.

Pillar II

Safe, Healthy, & Supportive
Learning Environments



Pillar II Priorities & Objectives

Learning environments that are safe, healthy, and supportive play a vital role in the promotion of student achievement. Students who feel safe – both physically and psychologically – are more motivated, more interested in learning, and more confident in their abilities. Miami-Dade County Public Schools aims to provide supportive environments that are clean, welcoming, culturally sensitive, and filled with joy.



Safe, Healthy, & Supportive Learning Environments

Provide a safe, secure, and clean environment for all District students, staff, and visitors.

1. Increase the overall school passage rate on sanitation audits/health inspections to 95%.
2. Increase indoor environmental quality in at least 80% of all schools.
3. Decrease the number of Code of Student Conduct violations related to bullying, harassment, and fighting by at least 15%.
4. At least 80% of students, parents, and staff will agree that schools are safe and clean.

Promote the physical, emotional, and mental health of students and employees within and beyond school.

1. Increase student and employee participation in District-sponsored wellness initiatives and activities by 20 percentage points.
2. Increase the number of community programs and resources that provide wellness and social-emotional learning support for students and families at the school site by 25%.
3. Two-thirds of students and staff will agree that their school effectively supports students' social-emotional well-being.

Provide the necessary supports to promote student access and engagement.

1. Decrease the number of students with 11 or more unexcused absences by 10%.
2. Decrease the number of students returning to Student Success Centers to 10%.
3. Increase the number of Senior High and Combination schools participating in a school start time of 8 am or later to 35% or greater.

I feel safer being in an M-DCPS school.

-- M-DCPS Student

Pillar III

Highly Effective Teachers,
Leaders, & Staff



Pillar III Priorities & Objectives

Recognizing that education is a human-centered endeavor, Miami-Dade County Public Schools is committed to supporting our employees, without whom we would be unable to meet the diverse needs of our students. By recruiting, retaining, and developing highly effective teachers, leaders, and staff, our system ensures that all students receive a world-class education that empowers them to reach their full potential.



Highly Effective Teachers, Leaders, & Staff

Recruit and retain the most qualified employees.

1. Increase newly hired employees' and hiring managers' satisfaction with the hiring process by 5%.
2. Develop and retain at least 60% of all teachers who are non-education majors and/or career changers.
3. Increase the number of qualified candidates for the annually identified difficult-to-staff areas by 5%.
4. Increase the number of employees participating in career lattice opportunities that support employee development, skill growth, and retention by 5%.

Develop a culturally responsive and high-performing workforce.

1. Increase participation in professional learning activities that promote a culture of collaboration and collective responsibility for student learning by 25%.
2. Seventy-five percent of employees who participate in Diversity, Equity, and Inclusion (DEI) professional learning activities will perceive themselves as change agents and promote culturally responsive learning practices, equitable educational opportunities and fair and equal hiring and promotion practices.
3. Seventy-five percent of support personnel who engage in professional training and development opportunities to acquire new skill sets will perceive themselves as more capable and better able to complete job responsibilities.

Develop administrators as effective leaders of human capital.

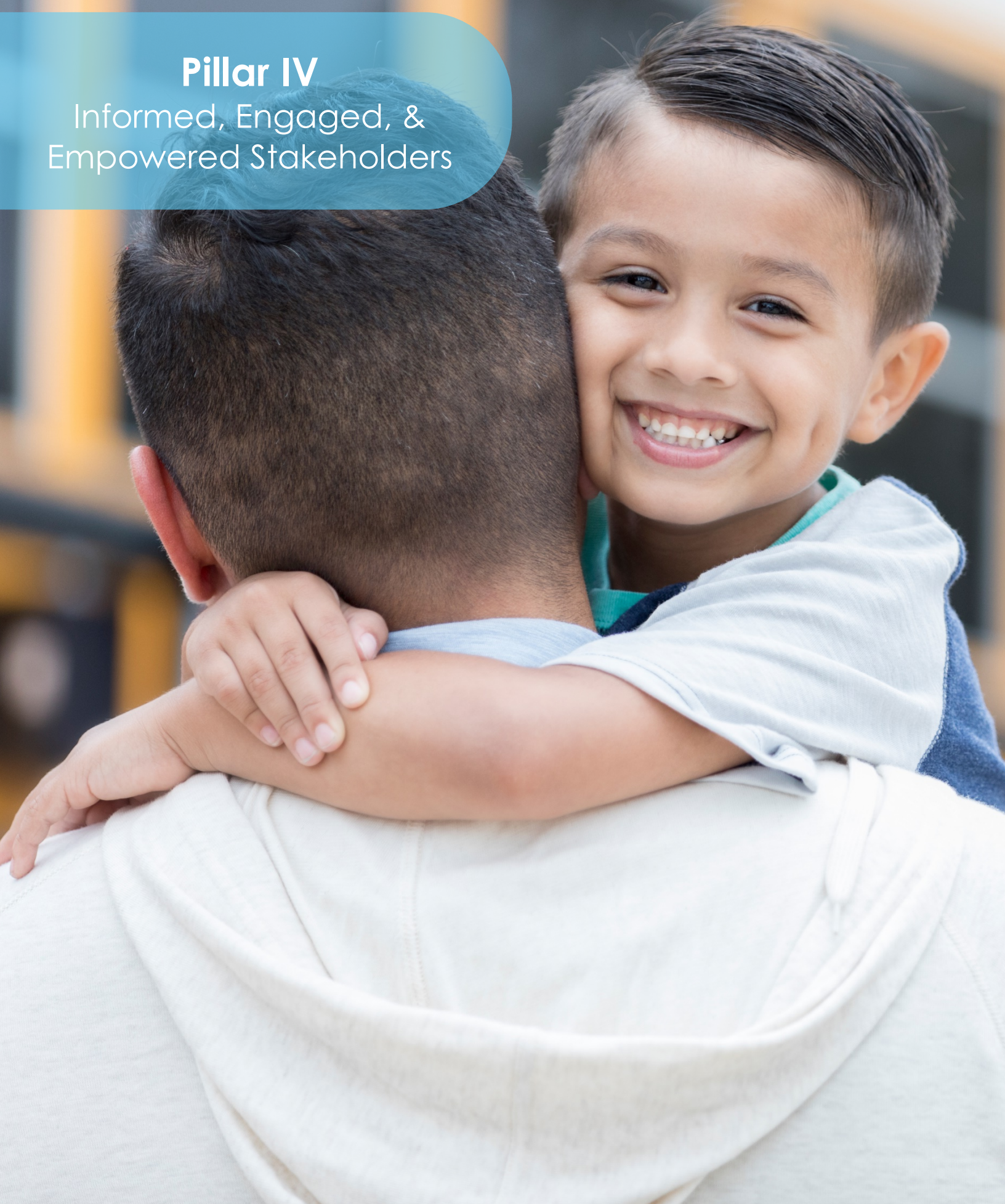
1. Seventy-five percent of administrators will participate in professional development for effective human capital management.
2. Increase participation in career ladder opportunities by 50%.

Teachers are the key to great instructional decisions.

-- M-DCPS Teacher

Pillar IV

Informed, Engaged, &
Empowered Stakeholders



Pillar IV Priorities & Objectives

Miami-Dade County Public Schools cannot succeed without the aid of the entire community. As such, our school system continuously seeks new ways to engage our many stakeholders and empower them with the information and resources they need to effectively support education – whether it be for their own child, a mentee, or their local public school. Our vibrant, diverse community is among our greatest assets, and we remain committed to fully leveraging and partnering with its members.



Informed, Engaged, & Empowered Stakeholders

Enhance and diversify communication strategies to strengthen stakeholder understanding.

1. Increase communications with an emphasis on underrepresented communities by 10%.
2. Increase social media reach and impressions by 10%.
3. Increase internal communications to ensure 100% of employees receive important District news and information.

Improve and amplify meaningful two-way communication with stakeholders to ensure equity and access.

1. Increase professional development opportunities on best practices in communication strategies for school-level personnel to engage with community partners by 10%.
2. Increase the percentage of parents indicating they agree there are opportunities to engage with their child's school by 10 percentage points.

Empower all stakeholders to be active participants and advocates in public education.

1. Ensure 100% of schools provide opportunities for families to become empowered to advocate on behalf of their child's education.
2. Ensure 100% of traditional schools have a cadre of school volunteers or community partners to support students and families.
3. Ensure students develop positive relationships with adults who support their educational experiences by increasing internship providers and mentors by 15%.

“

Remember that children are powerful little beings that are dependent on YOUR SUPPORT to help them thrive.

-- M-DCPS Community Member

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Pillar V

Effective & Sustainable
Operational Practices



Pillar V Priorities & Objectives

Well-managed processes and the responsible use of financial and other resources enable Miami-Dade County Public Schools to prioritize the student experience while protecting and maximizing taxpayers' investment. Through a values-based budgeting approach and a commitment to efficient operations across the school system, we are ensuring the financial viability and sustainability of the school district for future generations to come.



Effective & Sustainable Operational Practices

Maintain the District's strong financial position.

1. Meet or exceed the Fund Balance Reserve target of 5.5% for the combined assigned and unassigned General Fund balance net of charter school revenues.
2. Reduce annual debt service expenditures to provide cost savings of at least 5% Net Present Value over the remaining term of the debt.
3. Increase funding for the District by annually attaining or superseding the per-student statewide average.
4. Maintain K-12 enrollment at no less than 99% of 2020-2021 level.
5. Increase the amount of supplemental funding acquired through partnerships and competitive grant opportunities by 1%.

Ensure efficient and effective business practices.

1. Ensure no more than 1% of competitively awarded grant amounts are unspent within the grant period.
2. Ensure no more than 0.1% of ESSER II and American Rescue Plan (ARP) ESSER grants are unspent within the grant period.
3. Keep annual health plan spend lower than other state and local governments' nationwide.
4. Limit total system outages as a result of a cybersecurity breach to less than 0.1% (9 hours) annually.

Ensure equitable purchasing/procurement practices.

1. Increase goods and services expenditures with certified firms by 15%.
2. Maintain or improve facilities expenditures with minority and women-owned certified firms without mandatory race/gender conscious goals.

Establish and implement sustainability practices.

1. Reduce energy usage by 15%.
2. Reduce water usage by 10%.
3. Increase waste diversion by 5%.

Modernization in schools has been good. It started when I was in elementary school.

-- M-DCPS Student



The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender. M-DCPS does not discriminate on the basis of sex in any education program or activity that it operates as required by Title IX. M-DCPS also does not discriminate on the basis of sex in admissions or employment.

Age Discrimination Act of 1975 - prohibits discrimination based on age in programs or activities.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40 years old.

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - prohibits discrimination against employees or applicants because of genetic information.

Boy Scouts of America Equal Access Act of 2002 – No public school shall deny equal access to, or a fair opportunity for groups to meet on school premises or in school facilities before or after school hours, or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 (as a patriotic society).

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition:

School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, sex/gender, gender identification, social and family background, linguistic preference, pregnancy, citizenship status, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

Revised 07/2020



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